

THE Wesleyan Alumnae

August, 1963



The Wesleyan Alumnae

WESLEYAN COLLEGE

Macon, Georgia

August, 1963

On Cover

Nineteen members of the Wesleyan Faculty meet in Burden Parlor.

Front row, left to right:

Joseph B. James, Dean of the College; B.A.E., Univ. of Fla.; Ph. D., Univ. of Ill.

George W. Gignilliat, Jr.; Cobb Alumnae Prof. of English; A.B., Davidson, A.M. Harvard, Ph.D. Columbia Univ.

Walter E. Brown, W.C. and Sarah H. Bradley Prof. of English; A.B., Emory, B.D. Candler School of Theology; P.H.D. Univ. of Edinburgh.

Samuel L. Akers, Chaplain, George I. Seney, Prof. of Philosophy; B.A. Univ. Tenn.; B.D. Garrett Biblical Inst.; P.H.D. Yale Univ.

Inez R. Smith, Associate Prof. of Education; A.B.M.A. Univ. of Ala. Ed.D., Ala. Polytechnic Inst.

Bernard C. Murdoch, Prof. of Psychology, Dir. of Testing; B.S. Appalachian State Teachers College; M.Ed. Univ. Cincinnati; Ph.D. Duke Univ.

Ernestine Bledsoe, Prof. of Education in Psychology; A.B. Wesleyan College; M.Ed., Univ. of Georgia; Ed.D., Columbia Univ.

Richard W. Griffin, Prof. of History; B.S. Wake Forest College, M.A., Ph.D., The Ohio State Univ.

Back row, left to right:

Constance Ruys, Prof. of Speech, B.A., M.S., Univ. of Cal.; Ph.D. Stanford Univ.

G. Duncan Johnson, Asso. Prof. of Physical Science; Univ. of Geneva, Switzerland; Ph.D. Johns Hopkins Univ.

Leah A. Strong, Asso. Prof. U.S. Language and Literature; A.B. Allegheny College, A.M. Cornell Univ. Ph.D. Syracuse Univ.

Claude W. Hicks, Prof. Sociology and Economics; B.A., M.A., Furman Univ. Ph.D. George Peabody Col. for Teachers.

Walter H. Bishop, Asso. Prof. Foreign Languages; B.A., M.A., Emory Univ.; Ph.D. Univ. N. C.

Leon J. Villard, Prof. Church Music, Choral Organization; B.M., Lawrence College; M.M., Ph.D. Northwestern Univ.

Margaret E. Newhard, Asso. Prof. Foreign Languages; A.B. Shorter College, M.A. and Ph.D. Univ. N. C.

Earl A. Wilson, Jr. Prof. of Chemistry; B.S. Howard College; Ph.D. Brown Univ.

Horace B. Gray, Asso. Prof. Education and Psychology; A.B., M.A., Stetson Univ. Ph.D. Florida State College.

Evangeline M. Thillayampalam, Visiting Lecturer, B.Sc., M.S., Allahabad Univ., M.A. Ph.D. Columbia Univ.

Lillian M. Cowie, William C. Bass Prof. of Biology; B.A., M.A., Univ. of British Columbia; Ph.D. Queen's Univ., Canada.

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and other College Personnel

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FREDA KAPLAN NADLER

Freda Nadler To Edit The Wesleyan Alumnae

Freda Kaplan Nadler (Mrs. Charles E.) will join the Alumnae Office Staff as the editor of The Wesleyan Alumnae, effective September 1. She will work directly with Florence Jones and her staff in the familiar office in Tate Hall where she has so frequently in past years written stories and articles for the magazine.

Highly qualified to fill this important position, Freda is a magna cum laude graduate of Wesleyan in the class of 1926. While at Wesleyan she had many interests and accomplishments including editorship of the *Veteropt*. She was president of Phi Delta Phi scholastic honor society established by the Board of Trustees of Wesleyan College, and was an active student in the journalism classes of Miss M. Virginia Garner.

She has been prominently affiliated with the college since her graduation, serving as president of the Wesleyan Alumnae Association 1953-1955 and Wesleyan Alumnae Trustee, 1958-61.

In June 1962 Mrs. Nadler was given the Alumnae Award for Distinguished Service to Wesleyan.

She is an experienced writer, having served in the past as editor of the Ok-

land Outlook, Chicago newspaper; promotion staff for the Chicago Herald Examiner; writer of a radio series in Chicago; feature writer for the Cleveland Plain Dealer, the Atlanta Journal Magazine, Cleveland Magazine Section, the Macon newspapers, and short stories for the Chicago Daily News Magazine.

The wife of the late Charles E. Nadler, attorney, author, lecturer and teacher of law for Mercer University, Freda has also been prominently identified in civic life where she served as chairman for the Macon Council on World Affairs, president of the Sisterhood, Temple Beth Israel, board member for the Community Concert Association, former secretary and board member for the League of Women Voters, former vice-president for the Macon Little Theater and former board member for the Macon Art Association.

NOTICE

Fall issue will carry the stories and pictures of Alumnae Weekend.

We Are Evaluated . . .

By The Southern Association of Colleges and Schools

Two years of active self-study by the Wesleyan faculty have now been terminated by a visit from a committee representing the Southern Association of Colleges and Schools. The evaluation of Wesleyan and its self-study by this outside group should make all Wesleyan Alumnae proud of their *alma mater*.

An objective and distinguished committee headed by President H. E. Finger, Jr. of Millsaps College, appraised carefully all areas of Wesleyan, and furnished constructive criticism as well as generous praise. A penetrating generalization about Wesleyan is the following:

"It has enjoyed a long and honored history, and is respected for its growing usefulness. In the last two decades it has encountered some acute adjustments and difficulties which have been successfully managed. It now has strong leadership, both in faculty and administration. It is to be expected that the administration will receive increased support from the trustees, the alumnae and the church constituency, so that added support for faculty can be forthcoming."

Favorable comment was made about the careful financial management which has eliminated an accumulated deficit and enabled the college to operate in the black.

"This achievement has been realized, even with annual salary increases which have been more than modest. Faculty salaries have been increased again for 1963-1964. This important aspect of the college is the large concern of the administration. The President and the Dean recognize the acute need for further increases of a substantial nature in the near future if Wesleyan College is to maintain a strong teaching staff."

In addition to need for salaries, the committee noted the obvious necessity for more endowment. Toward this end it urged an increasing challenge to the church, alumnae, and business friends to make larger annual contributions. The recent addition of a "competent, experienced man to serve as Director of Development" was hailed as a wise move.

Improvement in opening and maintaining adequate channels of communication, was recognized although still more emphasis in this area was suggested. A greater involvement of students in planning was advocated by the committee. Better organization of committees and administration was commended. The committee suggested that further consolidation of academic departments might be proper and desirable.

The curriculum seemed basically sound to the visiting committee, but further study and changes seemed in order, especially in general education. "Vocational demands of our modern society must be considered in a realistic manner."

Improved faculty morale was apparent. Better salaries were playing a part in this, the committee noted. "With salaries nationally increasing rapidly, a gap still exists between the highest part in each rank at Wesleyan and the national median." Recruitment and retention of able teachers will thus continue to be a problem. The committee observed that there was faculty confidence that "improvement in classrooms and other physical facilities will follow." The visitors urged improved faculty offices among other developments. Teaching loads, too, appeared to need special attention, although the college was commended for making certain adjustments in loads from time to time.

The committee felt that the entire campus "underrated itself and its potential intellectuality." As salaries and teaching loads improve, "the levels of expectation of faculty work must rise sharply." The committee was much impressed by the students' "academic potential and desire for excellence." Thus a stepping up of intellectual expectations in all courses seems to be in the offing.

The financial support of the library, representing "6.52 per cent of the total educational and general expenditures, indicates the importance the administration places on the role of the library," the focal point of the intellectual life on any campus. The total amount for library operations will need to be enlarged "to cover needs for increase in enrollment and in costs of library materials and services." Plans for the expansion of the library building itself should be carried out in the near future.

Concerning student activities, the committee found "that students of all groups are working cooperatively to achieve

Continued on next page

a better structure in government and judicial areas." Students were reported to be grappling with such diverse problems as the honor system and noise control.

Plans for a more effective counseling system were endorsed, especially in vocational and personal problems. Contacts in the new student center offer new opportunities for faculty-student relations. Studies looking toward improvement in these areas are under way, and urged by the visitors.

Residence halls were inspected and approved, including the methods of their administration. "The physical structure of the infirmary is both adequate for the number served and well appointed. Arrangements with the doctor appear satisfactory," but additional nurses may be necessary in the near future.

"The cultural program of the college appears to be outstanding. Considerable pleasure was expressed by the students, the Dean of Students, members of the faculty and administration with the Student Center." Plans are now going forward for the removal of the bookstore from its present location in Tate Hall to an area adjacent to the Student Center. The bookstore "is attractive and well stocked." The buildings and grounds were found to be carefully supervised. "Some attention is being given to landscaping and beautification. This kind of care is needed."

The entire impression gained by the visiting team is reflected in the general comments which have been presented above, and which indicate the high regard in which Wesleyan is held by the representatives of the Southern Association. Problems are recognized in the report, but in a perspective of most commendable progress. The entire college is gratified by this thorough analysis of its tasks and achievements. The role of the alumnae is mentioned constantly in the report, both to praise their contributions and devoted loyalty, and as a challenge for greater achievement in the service of Wesleyan.

—Joseph B. James, Ph.D.
Dean of the College



Dr. Gignilliat and several of his Alumnae "pupils" after his lecture during COLLEGE FOR A DAY. You will read about this event in the next issue of the Wesleyan Alumnae.

Does Academic Freedom Help Wesleyan To Obtain Her Objectives ?

In the following article, "What Right Has This Man," academic freedom is defined, discussed, and applied (see especially the three pages beginning with "In the Face of Pressures," p. 8). As I read this challenging account with its posing of real problems for the college administrator and college teacher, I am struck by the fact that academic freedom—which guarantees to the college teacher "the free search for truth and its free exposition . . . full freedom in research and in the publication of the results . . . freedom in the classroom in discussing his subject"—will actively help Wesleyan to obtain her educational objectives. For instance, on page 9 of our current catalog note these excerpts from the purposes of Wesleyan:

to provide learning experiences which lead students to self-understanding, to a widening knowledge of the society in which they live, and to constructive membership in the world community.

to develop in her students the ability to think objectively, to communicate clearly, and to participate in creative expression.

to educate her students for a life of intellectual adventure in which they will meet new situations with confidence and intelligence.

What produces these characteristics of "widening knowledge of society," "creative expression," "intellectual adventure"? Obviously not prescription, restriction and regimentation, but freedom to study, to explore, to experiment, to discuss under the leadership of a teacher whose moral worth and intellectual integrity are respected.

The rights of such a teacher are interestingly discussed in "What Right Has This Man."

G. W. Gignilliat, Jr.
Cobb Alumnae Professor of English

WHAT RIGHT HAS THIS MAN—a discussion of academic freedom prepared by a selection of alumni editors for circulation to three million readers

WHAT RIGHT HAS THIS MAN...

HE HOLDS a position of power equaled by few occupations in our society.

His influence upon the rest of us—and upon our children—is enormous.

His place in society is so critical that no totalitarian state would (or does) trust him fully. Yet in our country his fellow citizens grant him a greater degree of freedom than they grant even to themselves.

He is a college teacher. It would be difficult to exaggerate the power that he holds.

- ▶ He originates a large part of our society's new ideas and knowledge.
- ▶ He is the interpreter and disseminator of the knowledge we have inherited from the past.
- ▶ He makes discoveries in science that can both kill us and heal us.
- ▶ He develops theories that can change our economics, our politics, our social structures.
- ▶ As the custodian, discoverer, challenger, tester, and interpreter of knowledge he then enters a classroom and tells our young people what he knows—or what he thinks he knows—and thus influences the thinking of millions.

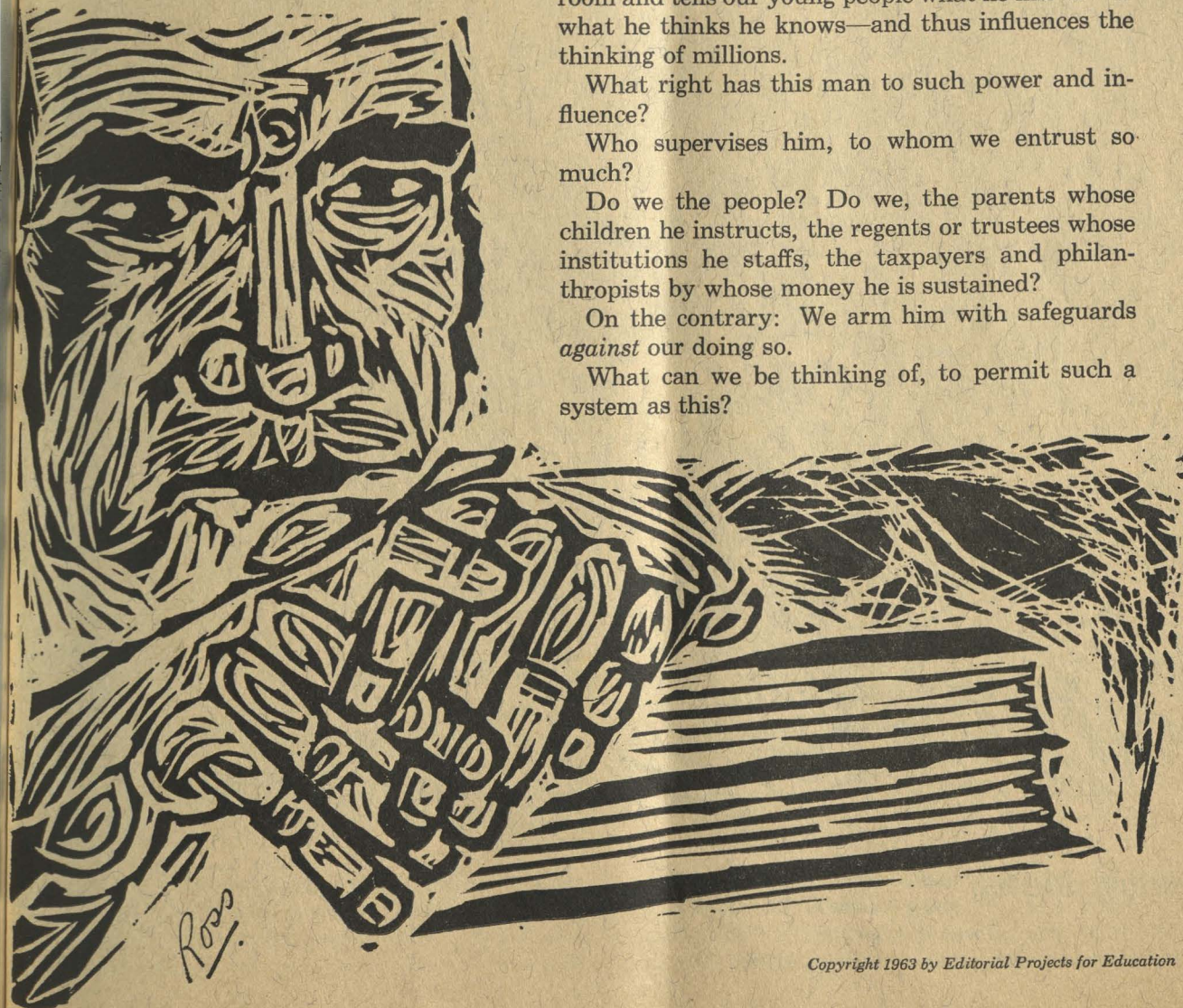
What right has this man to such power and influence?

Who supervises him, to whom we entrust so much?

Do we the people? Do we, the parents whose children he instructs, the regents or trustees whose institutions he staffs, the taxpayers and philanthropists by whose money he is sustained?

On the contrary: We arm him with safeguards *against* our doing so.

What can we be thinking of, to permit such a system as this?





Having ideas, and disseminating them, is a risky business. It has always been so—and therein lies a strange paradox. The march of civilization has been quick or slow in direct ratio to

the production, testing, and acceptance of ideas; yet virtually all great ideas were opposed when they were introduced. Their authors and teachers have been censured, ostracized, exiled, martyred, and crucified—



usually because the ideas clashed with an accepted set of beliefs or prejudices or with the interests of a ruler or privileged class.

Are we wiser and more receptive to ideas today?

Even in the Western world, although methods of punishment have been refined, the propagator of a new idea may find himself risking his social status, his political acceptability, his job, and hence his very livelihood.

For the teacher: special risks, special rights

NORMALLY, in our society, we are wary of persons whose positions give them an opportunity to exert unusual power and influence.

But we grant the college teacher a degree of freedom far greater than most of the rest of us enjoy.

Our reasoning comes from a basic fact about our civilization:

Its vitality flows from, and is sustained by, *ideas*.

Ideas in science, ideas in medicine, ideas in politics. Ideas that sometimes rub people the wrong way. Ideas that at times seem pointless. Ideas that may alarm, when first broached. Ideas that may be so novel or revolutionary that some persons may propose that they be suppressed. Ideas—all sorts—that provide the sinews of our civilization.

They will be disturbing. Often they will irritate.

But the more freely they are produced—and the more rigorously they are tested—the more surely will our civilization stay alive.

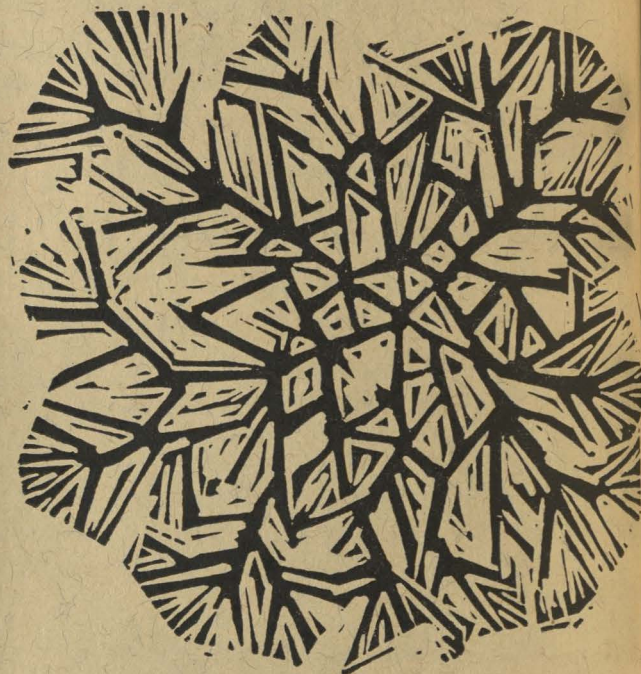
THIS IS THE THEORY. Applying it, man has developed institutions for the specific purpose of incubating, nourishing, evaluating, and spreading ideas. They are our colleges and universities. As their function is unique, so is the responsibility with which we charge the man or woman who staffs them.

We give the college teacher the professional duty of pursuing knowledge—and of conveying it to others—with complete honesty and open-mindedness. We tell him to find errors in what we now know. We tell him to plug the gaps in it. We tell him to add new material to it.

We tell him to do these things without fear of the consequences and without favor to any interest save the pursuit of truth.

We know—and he knows—that to meet this responsibility may entail risk for the college teacher. The knowledge that he develops and then teaches to others will frequently produce ground-shaking results.

It will lead at times to weapons that at the press of a button can erase human lives. Conversely, it will lead at other times to medical miracles that will *save* human lives. It may unsettle theology, as



did Darwinian biology in the late 1800's, and as did countless other discoveries in earlier centuries. Conversely, it may confirm or strengthen the elements of one's faith. It will produce intensely personal results: the loss of a job to automation or, conversely, the creation of a job in a new industry.

Dealing in ideas, the teacher may be subjected to strong, and at times bitter, criticism. It may come from unexpected quarters: even the man or woman who is well aware that free research and education are essential to the common good may become understandably upset when free research and education affect his own livelihood, his own customs, his own beliefs.

And, under stress, the critics may attempt to coerce the teacher. The twentieth century has its own versions of past centuries' persecutions: social ostracism for the scholar, the withdrawal of financial support, the threat of political sanctions, an attempt to deprive the teacher of his job.

Wherever coercion has been widely applied—in Nazi Germany, in the Soviet Union—the development of ideas has been seriously curtailed. Were

such coercion to succeed here, the very sinews of our civilization would be weakened, leaving us without strength.

WE RECOGNIZE these facts. So we have developed special safeguards for ideas, by developing special safeguards for him who fosters ideas: the college teacher.

What the teacher's special rights consist of

THE SPECIAL FREEDOM that we grant to a college teacher goes beyond anything guaranteed by law or constitution.

As a citizen like the rest of us, he has the right to speak critically or unpopularity without fear of governmental reprisal or restraint.

As a teacher enjoying a *special* freedom, however, he has the right to speak without restraint not only from government but from almost any other source, including his own employer.

Thus—although he draws his salary from a college or university, holds his title in a college or university, and does his work at a college or university—he has an independence from his employer which in most other occupations would be denied to him.

Here are some of the rights he enjoys:

- ▶ He may, if his honest thinking dictates, expound views that clash with those held by the vast majority of his fellow countrymen. He will not be restrained from doing so.
- ▶ He may, if his honest thinking dictates, publicly challenge the findings of his closest colleagues, even if they outrank him. He will not be restrained from doing so.
- ▶ He may, if his honest thinking dictates, make statements that oppose the views of the president of his college, or of a prominent trustee, or of a generous benefactor, or of the leaders of the state legislature. No matter how much pain he may bring to such persons, or to the college administrators entrusted with maintaining good relations with them, he will not be restrained from doing so.

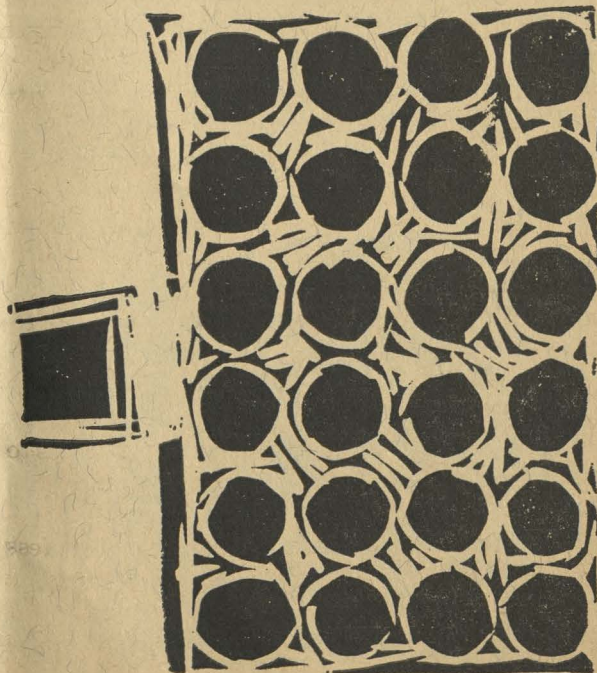
Such freedom is not written into law. It exists on the college campus because (1) the teacher claims

We have developed these safeguards in the calm (and civilized) realization that they are safeguards against our own impetuosity in times of stress. They are a declaration of our willingness to risk the consequences of the scholar's quest for truth. They are, in short, an expression of our belief that we should seek the truth because the truth, in time, shall make us free.

and enforces it and (2) the public, although wincing on occasion, grants the validity of the teacher's claim.

WE GRANT the teacher this special freedom for our own benefit.

Although "orthodox" critics of education frequently protest, there is a strong experimental emphasis in college teaching in this country. This emphasis owes its existence to several influences, including the utilitarian nature of our society; it is one of the ways in which our institu-



tions of higher education differ from many in Europe.

Hence we often measure the effectiveness of our colleges and universities by a pragmatic yardstick: Does our society derive a practical benefit from their practices?

The teacher's special freedom meets this test. The unfettered mind, searching for truth in science, in philosophy, in social sciences, in engineering, in professional areas—and then teaching the findings to millions—has produced impressive practical results, whether or not these were the original objectives of its search:

The technology that produced instruments of victory in World War II. The sciences that have produced, in a matter of decades, incredible gains in man's struggle against disease. The science and engineering that have taken us across the threshold of outer space. The dazzling progress in agricultural productivity. The damping, to an unprecedented degree, of wild fluctuations in the business cycle. The appearance and application of a new architecture. The development of a "scientific approach" in the management of business and of labor unions. The ever-increasing maturity and power of our historians, literary critics, and poets. The graduation of hundreds of thousands of college-trained men and women with the wit and skill to learn and broaden and apply these things.

Would similar results have been possible without campus freedom? In moments of national panic (as when the Russians appear to be outdistancing us in the space race), there are voices that suggest that less freedom and more centralized direction of our educational and research resources would be more "efficient." Disregard, for a moment, the fact that such contentions display an appalling ignorance and indifference about the fundamental philosophies of freedom, and answer them on their own ground.

Weighed carefully, the evidence seems generally to support the contrary view. Freedom does work—quite practically.

Many point out that there are even more important reasons for supporting the teacher's special freedom than its practical benefits. Says one such person, the conservative writer Russell Kirk:

"I do not believe that academic freedom deserves preservation chiefly because it 'serves the community,' although this incidental function is important. I think, rather, that the principal importance of academic freedom is the opportunity it affords for the highest development of private reason and imagination, the improvement of mind and heart by the apprehension of Truth, whether or not that development is of any immediate use to 'democratic society'."

The conclusion, however, is the same, whether the reasoning is conducted on practical, philosophical, or religious grounds—or on all three: The unusual freedom claimed by (and accorded to) the college teacher is strongly justified.

"This freedom is immediately applicable only to a limited number of individuals," says the statement of principles of a professors' organization, "but it is profoundly important for the public at large. It safeguards the methods by which we explore the unknown and test the accepted. It may afford a key to open the way to remedies for bodily or social ills, or it may confirm our faith in the familiar. Its preservation is necessary if there is to be scholarship in any true sense of the word. The advantages accrue as much to the public as to the scholars themselves."

Hence we give teachers an extension of freedom—*academic freedom*—that we give to no other group in our society: a special set of guarantees designed to encourage and insure their boldness, their forthrightness, their objectivity, and (if necessary) their criticism of us who maintain them.



The idea works most of the time, but . . .

LIKE MANY good theories, this one works for most of the time at most colleges and universities. But it is subject to continual stresses. And it suffers occasional, and sometimes spectacular, breakdowns.

If past experience can be taken as a guide, at this very moment:

► An alumnus is composing a letter threatening to strike his alma mater from his will unless the institution removes a professor whose views on some controversial issue—in economics? in genetics? in politics?—the alumnus finds objectionable.

► The president of a college or university, or one of his aides, is composing a letter to an alumnus in which he tries to explain why the institution *cannot* remove a professor whose views on some controversial issue the alumnus finds objectionable.

► A group of liberal legislators, aroused by reports from the campus of their state university that a professor of economics is preaching fiscal conservatism, is debating whether it should knock some sense into the university by cutting its appropriation for next year.

► A group of conservative legislators is aroused by reports that another professor of economics is preaching fiscal liberalism. This group, too, is considering an appropriation cut.

► The president of a college, faced with a budgetary crisis in his biology department, is pondering whether or not he should have a heart-to-heart chat with a teacher whose views on fallout, set forth in a letter to the local newspaper, appear to be scaring away the potential donor of at least one million dollars.

► The chairman of an academic department, still smarting from the criticism that two colleagues leveled at the learned paper he delivered at the departmental seminar last week, is making up the new class schedules and wondering why the two upstarts wouldn't be just the right persons for those 7 a.m. classes which increased enrollments will necessitate next year.

► The educational board of a religious denomination is wondering why it should continue to permit the employment, at one of the colleges under its



control, of a teacher of religion who is openly questioning a doctrinal pronouncement made recently by the denomination's leadership.

► The managers of an industrial complex, worried by university research that reportedly is linking their product with a major health problem, are wondering how much it might cost to sponsor university research to show that their product is *not* the cause of a major health problem.

Pressures, inducements, threats: scores of examples, most of them never publicized, could be cited each year by our colleges and universities.

In addition there is philosophical opposition to the present concept of academic freedom by a few who sincerely believe it is wrong. ("In the last analysis," one such critic, William F. Buckley, Jr., once wrote, "academic freedom must mean the freedom of men and women to supervise the educational activities and aims of the schools they oversee and support.") And, considerably less important and more frequent, there is opposition by emotionalists and crackpots.

Since criticism and coercion do exist, and since academic freedom has virtually no basis in law, how can the college teacher enforce his claim to it?

In the face of pressures, how the professor stays free

IN THE mid-1800's, many professors lost their jobs over their views on slavery and secession. In the 1870's and '80's, many were dismissed for their views on evolution. Near the turn of the century, a number lost their jobs for speaking out on the issue of Free Silver.

The trend alarmed many college teachers. Until late in the last century, most teachers on this side of the Atlantic had been mere purveyors of the knowledge that others had accumulated and written down. But, beginning around 1870, many began to perform a dual function: not only did they teach, but they themselves began to investigate the world about them.

Assumption of the latter role, previously performed almost exclusively in European universities, brought a new vitality to our campuses. It also brought perils that were previously unknown. As long as they had dealt only in ideas that were classical, generally accepted, and therefore safe, teachers and the institutions of higher learning did little that might offend their governing boards, their alumni, the parents of their students, the public, and the state. But when they began to act as investigators in new areas of knowledge, they found themselves affecting the status quo and the interests of those who enjoyed and supported it.

And, as in the secession, evolution, and silver controversies, retaliation was sometimes swift.

In 1915, spurred by their growing concern over such infringements of their freedom, a group of teachers formed the American Association of University Professors. It now has 52,000 members, in the United States and Canada. For nearly half a century an AAUP committee, designated as "Committee A," has been academic freedom's most active—and most effective—defender.

THE AAUP's defense of academic freedom is based on a set of principles that its members have developed and refined throughout the organization's history. Its current statement of these principles, composed in collaboration with the Association of American Colleges, says in part:

"Institutions of higher education are conducted

for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition."

The statement spells out both the teacher's rights and his duties:

"The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties . . .

"The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce . . . controversial matter which has no relation to his subject . . .

"The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman."

HOW CAN such claims to academic freedom be enforced? How can a teacher be protected against retaliation if the truth, as he finds it and teaches it, is unpalatable to those who employ him?

The American Association of University Profes-



sors and the Association of American Colleges have formulated this answer: permanent job security, or *tenure*. After a probationary period of not more than seven years, agree the AAUP and the AAC, the teacher's services should be terminated "only for adequate cause."

If a teacher were dismissed or forced to resign simply because his teaching or research offended someone, the cause, in AAUP and AAC terms, clearly would not be adequate.

The teacher's recourse? He may appeal to the AAUP, which first tries to mediate the dispute without publicity. Failing such settlement, the AAUP conducts a full investigation, resulting in a full report to Committee A. If a violation of academic freedom and tenure is found to have occurred, the committee publishes its findings in the association's *Bulletin*, takes the case to the AAUP membership, and often asks that the offending college or university administration be censured.

So effective is an AAUP vote of censure that most college administrators will go to great lengths to avoid it. Although the AAUP does not engage in boycotts, many of its members, as well as others in the academic profession, will not accept jobs in censored institutions. Donors of funds, including many philanthropic foundations, undoubtedly are influenced; so are many parents, students, alumni, and present faculty members. Other organizations, such as the American Association of University Women, will not recognize a college on the AAUP's censure list.

As the present academic year began, eleven institutions were on the AAUP's list of censored administrations. Charges of infringements of academic freedom or tenure were being investigated on fourteen other campuses. In the past three years, seven institutions, having corrected the situations which had led to AAUP action, have been removed from the censure category.

Has the teacher's freedom no limitations?

HOW SWEEPING is the freedom that the college teacher claims?

Does it, for example, entitle a member of the faculty of a church-supported college or university openly to question the existence of God?

Does it, for example, entitle a professor of botany to use his classroom for the promulgation of political beliefs?

Does it, for example, apply to a Communist?

There are those who would answer some, or all, such questions with an unqualified Yes. They would

argue that academic freedom is absolute. They would say that any restriction, however it may be rationalized, effectively negates the entire academic-freedom concept. "You are either free or not free," says one. "There are no halfway freedoms."

There are others—the American Association of University Professors among them—who say that freedom *can* be limited in some instances and, by definition, *is* limited in others, without fatal damage being done.

Restrictions at church-supported colleges and universities

The AAUP-AAC statement of principles of academic freedom implicitly allows religious restrictions:

"Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of [the teacher's] appointment . . ."

Here is how one church-related university (Prot-



estant) states such a "limitation" to its faculty members:

"Since X University is a Christian institution supported by a religious denomination, a member of its faculty is expected to be in sympathy with the university's primary objective—to educate its students within the framework of a Christian culture. The rights and privileges of the instructor should, therefore, be exercised with discretion and a sense of loyalty to the supporting institution . . . The right of dissent is a correlative of the right of assent. Any undue restriction upon an instructor in the exercise of this function would foster a suspicion of intolerance, degrade the university, and set the supporting denomination in a false light before the world."

Another church-related institution (Roman Catholic) tells its teachers:

"While Y College is operated under Catholic auspices, there is no regulation which requires all members of the faculty to be members of the Catholic faith. A faculty member is expected to maintain a standard of life and conduct consistent with the philosophy and objectives of the college. Accordingly, the integrity of the college requires that all faculty members shall maintain a sympathetic attitude toward Catholic beliefs and practices, and shall make a sincere effort to appreciate these beliefs and practices. Members of the faculty who are Catholic are expected to set a good example by the regular practice of Catholic duties."

A teacher's "competence"

By most definitions of academic freedom, a teacher's rights in the classroom apply only to the field in which he is professionally an expert, as determined by the credentials he possesses. They do not extend to subjects that are foreign to his specialty.

"... He should be careful," says the American Association of University Professors and the Association of American Colleges, "not to introduce into his teaching controversial matter which has no relation to his subject."

Hence a professor of botany enjoys an undoubted freedom to expound his botanical knowledge, however controversial it might be. (He might discover, and teach, that some widely consumed cereal grain, known for its energy-giving properties, actually is of little value to man and animals, thus causing consternation and angry outcries in Battle Creek. No one on the campus is likely to challenge his right to do so.) He probably enjoys the right to comment, from a botanist's standpoint, upon a conservation bill pending in Congress. But the principles of academic freedom might not entitle the botanist to take



a classroom stand on, say, a bill dealing with traffic laws in his state.

As a private citizen, of course, off the college campus, he is as free as any other citizen to speak on whatever topic he chooses—and as liable to criticism of what he says. He has no special privileges when he acts outside his academic role. Indeed, the AAUP-AAC statement of principles suggests that he take special pains, when he speaks privately, not to be identified as a spokesman for his institution.

HENCE, at least in the view of the most influential of teachers' organizations, the freedom of the college teacher is less than absolute. But the limitations are established for strictly defined purposes: (1) to recognize the religious auspices of many colleges and universities and (2) to lay down certain ground rules for scholarly procedure and conduct.

In recent decades, a new question has arisen to haunt those who would define and protect academic freedom: the problem of the Communist. When it began to be apparent that the Communist was not simply a member of a political party, willing (like other political partisans) to submit to established democratic processes, the question of his eligibility to the rights of a free college teacher was seriously posed.

So pressing—and so worrisome to our colleges and universities—has this question become that a separate section of this report is devoted to it.

The Communist: a special case?

SHOULD A Communist Party member enjoy the privileges of academic freedom? Should he be permitted to hold a position on a college or university faculty?

On few questions, however "obvious" the answer may be to some persons, can complete agreement be found in a free society. In a group as conditioned to controversy and as insistent upon hard proof as are college teachers, a consensus is even more rare.

It would thus be a miracle if there were agreement on the rights of a Communist Party member to enjoy academic privileges. Indeed, the miracle has not yet come to pass. The question is still warmly debated on many campuses, even where there is not a Communist in sight. The American Association of University Professors is still in the process of defining its stand.

The difficulty, for some, lies in determining whether or not a communist teacher actually propagates his beliefs among students. The question is asked, Should a communist gym instructor, whose utterances to his students are confined largely to the hup-two-three-four that he chants when he leads the calisthenics drill, be summarily dismissed? Should a chemist, who confines his campus activities solely to chemistry? Until he overtly preaches communism, or permits it to taint his research, his writings, or his teaching (some say), the Communist should enjoy the same rights as all other faculty members.

Others—and they appear to be a growing number—have concluded that proof of Communist Party membership is in itself sufficient grounds for dismissal from a college faculty.

To support the argument of this group, Professor Arthur O. Lovejoy, who in 1913 began the movement that led to the establishment of the AAUP, has quoted a statement that he wrote in 1920, long before communism on the campus became a lively issue:

"Society . . . is not getting from the scholar the particular service which is the principal *raison d'être* of his calling, unless it gets from him his honest report of what *he* finds, or believes, to be true, after careful study of the problems with which

he deals. Insofar, then, as faculties are made up of men whose teachings express, *not* the results of their own research and reflection and that of their fellow-specialists, but rather the opinions of other men—whether holders of public office or private persons from whom endowments are received—just so far are colleges and universities perverted from their proper function . . ."

(His statement is the more pertinent, Professor Lovejoy notes, because it was originally the basis of "a criticism of an American college for accepting from a 'capitalist' an endowment for a special professorship to be devoted to showing 'the fallacies of socialism and kindred theories and practices.' I have now added only the words 'holders of public office.'")

Let us quote Professor Lovejoy at some length, as he looks at the communist teacher today:

"It is a very simple argument; it can best be put, in the logician's fashion, in a series of numbered theorems:

"1. Freedom of inquiry, of opinion, and of teaching in universities is a prerequisite, if the academic scholar is to perform the proper function of his profession.

"2. The Communist Party in the United States is an organization whose aim is to bring about the establishment in this country of a political as well as an economic system essentially similar to that which now exists in the Soviet Union.

"3. That system does not permit freedom of inquiry, of opinion, and of teaching, either in or outside of universities; in it the political government claims and exercises the right to dictate to scholars what conclusions they must accept, or at least profess to accept, even on questions lying within their own specialties—for example, in philosophy, in history, in aesthetics and literary criticism, in economics, in biology.

"4. A member of the Communist Party is therefore engaged in a movement which has already extinguished academic freedom in many countries and would—if it were successful here—result in the abolition of such freedom in American universities.

"5. No one, therefore, who desires to maintain

affecting labor and management, automation, social welfare, or foreign aid—are of enormous consequence to all the people of this country. If the critics of our universities feel strongly on these questions, it is because rightly or wrongly they have identified particular solutions uniquely with the future prosperity of our democracy. All else must then be heresy.”

Opposition to such “heresy”—and hence to academic freedom—is certain to come.

IN THE FUTURE, as at present, the concept of academic freedom will be far from uncomplicated.

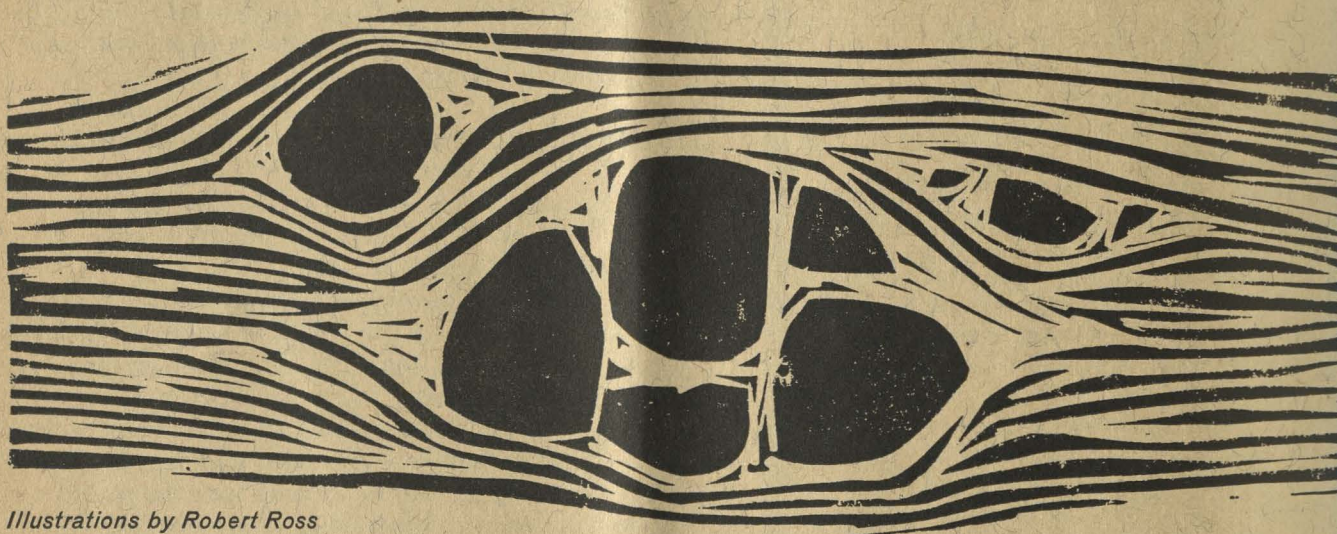
Applying its principles in specific cases rarely will be easy. Almost never will the facts be all white or all black; rather, the picture that they form is more likely to be painted in tones of gray.

To forget this, in one’s haste to judge the rightness or wrongness of a case, will be to expose oneself

to the danger of acting injudiciously—and of committing injustice.

The subtleties and complexities found in the gray areas will be endless. Even the scope of academic freedom will be involved. Should its privileges, for example, apply only to faculty members? Or should they extend to students, as well? Should students, as well as faculty members, be free to invite controversial outsiders to the campus to address them? And so on and on.

The educated alumnus and alumna, faced with specific issues involving academic freedom, may well ponder these and other questions in years to come. Legislators, regents, trustees, college administrators, students, and faculty members will be pondering them, also. They will look to the alumnus and alumna for understanding and—if the cause be just—for support. Let no reader underestimate the difficulty—or the importance—of his role.



Illustrations by Robert Ross

“What Right Has This Man?”

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council. Copyright © 1963 by Editorial Projects for Education, Inc. All rights reserved; no part of this report may be reproduced without express permission of the editors. Printed in U.S.A.

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Executive Editor

Resolution of Commendation to the Macon Club

Annual Alumnae Meeting - June 1, 1963

Whereas, since its inception, the Macon Club of the Wesleyan Alumnae Association has demonstrated the qualities of loyalty, devotion, and service to Wesleyan College, and

Whereas, because of the proximity of its members to the college and to the Alumnae Office, it has been called upon constantly to lend its services, and it has responded promptly, graciously, and untiringly, and

Whereas, it has bolstered the organization time and time again with its strength, both moral and financial, furnishing woman power for all activities, and

Whereas, many support projects have succeeded under their guidance—bazaars, plays, ballet and opera, and since 1957, an annual Horse Show, and

Whereas, this club helped the college to establish the annual Parents' Day, which has become the special interest of the youngest alumnae, a vital, dynamic segment of the Macon Club, and

Whereas, this club also, this year of 1963 has been invaluable in instituting College for a Day and

Whereas, the Macon Club is traditionally responsible for the entire Alumnae Week-end House Party, including registration, transportation, decorations, entertainment of reunion classes, and a multitude of details, performing all these functions with ability and grace,

Therefore, be it resolved, this first day of June, 1963, that the Macon Club of the Wesleyan Alumnae Association be commended, congratulated, and thanked for their noble service to their Alma Mater.

—ROSALINE JENKINS GILMORE
2nd Vice President in Charge of Clubs
Wesleyan Alumnae Association

Marion (Allison) Webb of Lawrence-
renceville, Ga., has been appointed by
Gov. Carl Sanders as a member of the
board of the Department of Family and
Children Services for the Ninth Georgia
District. Marion is managing editor and
publisher of the News-Herald, a weekly
newspaper. After graduating from Wes-
leyan, she did graduate work at Emory
University.

'50

Edith (Pickell) Williams has two sons:
Samuel Mark, two in November 1962;
and David Woodward, one year old on
March 31, 1963.

Betty Rose (Fambro) Stillwell's hus-
band is a special representative with the
Coca Cola Company in Memphis, Tenn.
Her children are: Jane, 8; and John A., 6.

'52

From Vee Hardy Huie: "On March
12th, our fourth son, Scott Wilson, was
born at Georgia Baptist Hospital in At-
lanta. Scott's brothers are very proud of
him. They are Wade, 9; John, 7; and Da-
vid who will soon celebrate his 4th birth-
day. My husband continues to enjoy his
teaching at Columbia Theological Sem-
inary, though we still miss Macon, and
the fine people there."

Mary (Lane) McRae's husband is a
sales executive for General Electric in
Rome, Ga. They have three children:
Lane, 10; Russ, 8; and Leigh, 4.

'53

Edwina (Hall) Beall recently enter-
tained Group 6 of the Macon Wesleyan
Alumnae Club with a coffee at her home.
She was the efficient chairman of the
Macon Club's annual Horse Show,
which was quite a successful project.

Another young Macon alumna,
Elaine (Wood) Whitehurst, chairmaned
two important events this spring: Par-
ents Day which is co-sponsored by Wes-
leyan College and the Alumnae Associa-
tion; and the Decorations Committee for
Alumnae Weekend.

Marilyn (Welch) Eastham, of Mari-
etta, Ga., was named "Mrs. Georgia" by
the Mrs. America Homemaking Council,
which is composed of home economists
and representatives of the General Fed-
eration of Women's Clubs. She competed
with winners from the other states at the
national contest in Miami Beach on
April 22-29.

Rose (Butler) Little is now living in
Commerce, Ga., where her husband is a
road contractor. They have three chil-
dren: Hal, 8; Caroline, 5; and Amelia, 2.

'54

Louise (White) Stearns, a librarian
employed by the West Virginia Library
Commission, is working at the Stonewall
Jackson Regional Library, Tennerton,
West Virginia.

Lucia (Hutchinson) Peel, of New
Bern, N. C., has three daughters.

Sally (Rogers) McNeil who lives on
Silver Leaf Plantation in England, Ark.,
has a ten months old daughter named
Sara. The baby and two puppies keep
her on the move.

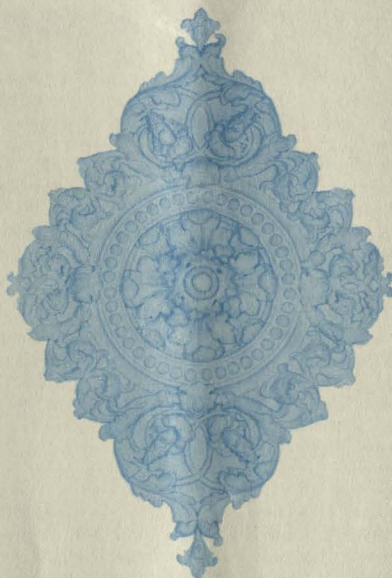
'55

Frances (Moulthrop) Gordon, of De-
land, Fla., has two sons, James Hugh
Gordon III, and Matthew.

Mary (Gaisert) Jackson of Alexan-
dria, Va., has four children. Her hus-
band, Clay, is a captain in the Air Force.

Nancy (King) Sewell, of Evanston,
Ill., has two children, Albert Jr. and
Elizabeth.

Jane (Cantrell) England announces
the birth of a son, Samuel Robert, on
April 16th. She writes: "We now have 2
girls and 4 boys to keep us busy. Mel is
beginning his senior year at Columbia
Theological Seminary this year and is
in the Honors Program. I went to Geo-
rgia State College two quarters this year
and hope to start back in the fall on the
last lap toward my AB degree in history
and secondary education. If everything
works out, I'll graduate next June '64,
when Mel will also receive his BD de-
gree. Then we both hope to do graduate
work."



Photograph of a ceiling medallion which
added to the beauty of Old Wesleyan.

'56

Rosalie Voight Johnson, who is a med-
ical missionary at Umtali, Southern Rho-
desia, writes that she is enjoying her
work very much. When she arrives at her
clinic after 2½ hours over terrible roads,
there are usually 40 to 60 patients sitting
out under the trees or bent over their
cooking pots waiting for her. They have
walked many miles to the Clinic, usual-
ly barefooted, and some must spend the
night and start home the next day. Rosa-
lie and Morgan are thrilled because the
Emmett Johnsons, Morgan's parents
and former teachers at Wesleyan, are
planning to spend a year with them in
Africa.

Dawn (Stewart) Murr of Baltimore,
Md., has two sons, Peter and Andrew.
Her husband, Brown, is teaching at John
Hopkins University.

Mcna (Rhodes) McCormack of West
Point, N. Y., has one daughter named
Ashley. Her husband teaches at West
Point.

Carolyn (Sims) Brocks added a new
son to her family on April 17th who is
named Dane Sims. She has two other
children—Susan, 4½; and John, Jr.,
called Jack, who is 3. They have built a
new home in Decatur, Ga., and plan to
be located there permanently.

'57

Virginia (Dodd) Lane announces the
arrival of her first child on May 10. She
was named Allison Mills.

'58

Nina Beth (Sheppard) Terrell who is
the chairman of the youngest Alumnae
Group in the Macon Club, has given
most generously of her time and efforts
in Alumnae activities this year. She has
been busy at home, also, with little Wil-
liam Dean, Jr., who was born last No-
vember 13th, and her young daughter.

Sandra (Arnold) Nowell has a new
baby girl named Mary Kathryn, who
was born on May 18th.

'59

Frances (Morgan) Little's husband is
a lawyer with the Patterson-Dewar Elec-
tronic Data Processing Co. of Decatur,
Ga. She has one child, aged one year.

Ed, Larry, and Jane (Powers) Weldon
are enjoying Spartanburg, S. C. Ed
teaches history at Converse College, and
Jane English at Spartanburg Junior Col-
lege. They will be at Emory for the sum-
mer and back in Spartanburg next year.

William and Sylvia (Anderson) Powell
announce the birth of a baby daughter
named Elizabeth, on May 1st.

Cay (Murphree) Hartley's present ad-
dress is: 1400 N. Beauregard St., Apt. 10,
Alexandria, Va. Her husband, Fred, has
taken a job with the United States Infor-
mation Agency as a Foreign Service of-
ficer. After approximately two years in
Washington, they will be going overseas,
they hope to Latin America.

Our sympathy is extended to Mary
Ruth (Gleaton) Ballard who lost her
husband in an automobile accident in
May. He is survived by Mary Ruth and
three children.

'60

This year's graduating class of the
W. F. Dykes High School, in Atlanta,
dedicated their annual to Jackie Davis
who has been teaching there for the past
two years. Jackie was married on June
30th to architect David L. Richardson,
and plans to live in Macon.

'61

Katie (Lee) Tankersley announces the
birth of a son on March 23rd, 1963,
named William Baxter, Jr.

Sally (Harmon) Brown had a baby
son on January 20th whom she named
James Weldon.

Suzanne (Jones) and David Galloway
announce the birth of a son, David Ful-
ton Shall, IV, on May 14, 1963.

Ermine Owenby was graduated from
Florida State University on April 20
with a degree in General Business. She
sailed on June 13th for a seven weeks
tour of Europe.

'62

From Maureen (Philpot) Magnan:
"We are living in Tullahoma, Tenn.,
where Jesse is employed as an aerospace
engineer with Aro Inc. at the Arnold En-
gineering Development Center. We have
an addition to our family—a little boy
named Jeffrey David, born March 2,
1963. I'm attending Middle Tennessee
State College this summer beginning
work on my MA in biology."

Barbara Jean O'Neal Davis received
the master of arts degree from George
Peabody College for Teachers at its
182nd commencement exercises on May
31st.

'64

Louise (Easley) Kelley has a son,
Henry Kelley, Jr., who was born April
10th.